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ABSTRACT

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on television viewing and reading is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

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Learning Package #23

Television Viewing and Reading

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Television VIEWING AND READING

(All references are fully documented in enclosed bibliography)

by Joe Compton

Lecture

Television has had a tremendous impact on our lives during the past fifty years. It has become one of the most popular, as well as affordable, forms of entertainment. It also has been quite successful as a tool in the area of instructional technology. Despite its success, questions still linger in the minds of some educators as to the effectiveness of using television in the classroom as an alternative teaching strategy. Can television actually enhance the critical thinking/reading skills so desperately required by our young people today?

The objectives of this lecture are twofold. First, we wish to examine the research findings on both earlier and more contemporary issues pertaining to the effectiveness of television in the area of reading achievement. Second, we wish to take a global view of television use in educational settings, and to discuss the pros and cons of television supplementing "live" teachers in the classroom.

For the purpose of this lesson, the impact of television will be discussed in terms of its role in reading education. The specific subtopics to be discussed are the use of television as a supplement to "live" teaching, the relationship between casual

television viewing and reading achievement, educational television for children, and the viewing of literature on video.

There are many opinions concerning television and its use and influence in educational settings. The Instructional Systems Technology Department at Indiana University feels strongly enough about television's utility to have a graduate-level media track for students wishing to become experts in mediated instruction, including television. Of course, as with other technologies, television isn't the most effective solution to all instructional problems.

Consider a teacher of fifth graders, Mr. Jones, who is walking around his reading class collecting homework. Though he is not shocked that some students have not done the homework assignment, he is concerned. Before asking why the work was not done, he reviews in his mind the television lineup from the previous night. A feeling of helplessness builds up inside of him. He realizes, however, a lecture on the importance of completing homework assignments will accomplish nothing, so he decides against it. To this teacher, the home television set is "the competition."

Now consider his colleague in the eighth grade. Mrs. Thompson is teaching a lesson to her reading class via close-caption television. She got the idea by reading the article, Reading with Close-Captioned TV (Goldman and Goldman, 1988). She

taped one of the same programs Mr. Jones had been confounded by, and allows her class to watch it. After several minutes, she gradually turns the volume down and her students are forced either to read the script on the screen or to just watch the images, without sound. Mrs. Thompson has made "the competition" her servant.

The issue that Mrs. Thompson has confronted is one of developing educational applications for television. If we could get into Mrs. Thompson's mind, we might see that at one time she too might have felt as frustrated as Mr. Jones. The difference between the two instructors is that rather than throwing up her hands in frustration and condemning TV in general, Mrs. Thompson has employed television in a creative way that has caught and held her student's interests.

Concern is frequently directed toward the sheer amount of time children spend watching television. Rosemarie Slavenas (1984) discusses research documenting that by the time the average child finishes 12 years of school, he or she has watched 22,000 hours of recreational television. In contrast, he or she has spent only 11,000 hours in school.

Some critics argue that extensive recreational television viewing is detrimental to a child's learning. Evidence for this view can be found in some older research. Experiments were conducted in towns which, prior to the experiment, had no

television reception. After each town had been receiving TV for some time, another study was done and the results compared. These indicated a drop in learning performance. A discussion of this research is included in the article, Television Viewing and Reading Performance (Lehr 1981).

However, after considerable evidence for the detrimental effects of recreational television viewing on reading achievement had accumulated, researchers began to question the validity of this research. This questioning was due to the fact that many variables had not been taken into account in the research designs. Important variables such as IQ, socioeconomic status, and "amount of invested mental effort" (AIME) had not been figured into the early studies. As you read the articles in this package, including The Relationship of Students' Reading Skills to TV Watching, Leisure Time Reading, and Homework (Searls, Mead, and Ward, 1985), you will notice how some of these factors may affect reading achievement.

Although some of the research is contradictory, there is strong evidence that when considering the influence of recreational viewing time on achievement, there is a threshold after which the achievement gained from viewing (such as the learning of vocabulary words from context) begins to decrease. Mark Fetler (1983), in his research paper Television and Reading Achievement:

A Secondary Analysis of Data from the 1979-80 National Assessment of Educational Progress wrote:

> "There was a common pattern of results for nearly all variables examined. This included an increase in achievement for viewing up to three or four hours, and a decrease for viewing more than four or five hours. Sharp decreases in achievement were associated with viewing over six hours."

A continuing question for research is whether the relationship between viewing and achievement is actually determined by television, or whether television is simply a factor correlated with other variables in children's learning development.

Educational shows for children are another facet of television's role in reading education. Programs such as Sesame Street and The Electric Company are only two of the best-known programs that attempt to teach reading skills to children, as well as entertain them. The Electric Company: Still Committed to the Reading Teacher is an article that discusses the educational usefulness of The Electric Company and shows its potential value in the classroom.

Another issue related to this subject is that of using literature on videotape. Since most literary classics are now available on video, there are questions raised regarding whether or not these easy-to-read media motivate the reading of the original literature. There is also criticism that "viewing the literature" tends

to encourage young readers to choose the condensed or simplified text -- missing the depth of the original.

In conclusion, we hope you've gained some insights into television's role in reading education. We also hope you will investigate new facets of this subject as you encounter them. Rather than simply bemoaning their student's television viewing, many educators have turned video into a trained assistant for supplementing live teaching. While many questions remain unanswered about children and television use, there is little doubt that, creatively employed, it can be a powerful teaching tool.

Television Viewing and Reading

The average child entering first grade has spent nearly 5,000 hours watching television, and that same child by age eighteen will have spent more time watching television than attending school (Finn 1980). Data from the National Assessment of Educational Progress (NAEP) (1986) indicate a continued deficiency in advanced reading skills among students in all age groups and a leveling-off of the upward trend in the reading performance of nine- and eleven-year-old children between 1980 and 1984. In addition, a survey by the Book Industry Study Group (1984) shows that the proportion of young people between the ages of sixteen and twenty-one who read regularly declined from 75 percent in 1978 to 63 percent in 1983. While researchers have explored the relationships between televiewing and reading performance for more than a decade, figures such as these are prompting a renewed interest in the subject. This digest will look at recent research dealing with (1) the relationship between amount of televiewing and reading performance, (2) the effects of televiewing on reading habits and preferences, and (3) how educators can use television to promote reading.

What Is the Relationship between Amount of Television Viewing and Reading Performance?

Research on relationships between amount of televiewing and reading has generally shown negative correlations between large amounts of viewing and reading achievement. But sophisticated methodologies reveal the connection to be complex. In a 1982 meta-analysis of twenty-three studies dealing with television and achievement in various academic areas, Williams and her colleagues (1982) showed that some televiewing was beneficial, with viewing up to ten hours a week correlating positively with reading achievement. Beyond this amount, however, the correlation is negative; reading achievement declines sharply with increased viewing.

Bossing and Burgess (1984) found low reading scores more common among third-grade students who watched more than twenty-two hours of television a week. They did not, however, suggest this to be a cause-and-effect relationship. The NAEP surveys from 1980 to 1984 reveal that students who watch up to two hours of television per day (up to five hours a day for nine-year-olds) have reading proficiency levels above average for their age groups, but that viewing levels of six or more hours a day are consistently and strongly related to lower proficiency across age groups.

Bachen and her colleagues (1982) studied connections among second-, third-, and sixth-grade students' socioeconomic status; home environment; television usage, including amount of time spent viewing; cognitive involvement, including reasons for viewing; and reading achievement. While amount of viewing was related to low achievement, the stronger negative influence was related to the reasons for watching television. Children who watched in order to escape from family or school concerns read less and scored lower in achievement.

Does Televiewing Affect Reading Habits and Preferences?

There is some evidence that children who are heavy television viewers dislike reading and tend to read materials of lower quality. Neuman and Prowda (1981) gathered information about viewing habits, reading attitudes, and reading materials in the homes of more than 8,000 fourth-, eighth-, and eleventh-grade students in Connecticut. The number of students reporting "enjoyment" of reading decreased with age, while the number of those reporting a "dislike" of reading increased. Neuman (1982) looked at students' preferences for reading or television viewing and the quality of their leisure reading material. Approximately 200 middle-class students in grades 4-6 kept television and reading logs for a month. Using the Gray and Rogers Reading Maturity Scale to rate quality of materials read, Neuman found that students who preferred reading to television read the highest quality books, while heavy television viewers (more than three hours a day) and light readers (fewer than two books a month) chose books of lower quality.

Morgan (1980) used scores on standardized achievement and IQ tests, as well as data completed by more than 600 students and their parents, representing a variety of socioeconomic levels, to examine how reading habits and preferences were related to televiewing. He concluded that heavy viewers (more than five hours a day) tended to read teen romances and books about celebrities, while light viewers (under three and a half hours) read science fiction, mysteries, and general nonfiction.

How Can Educators Use Television to Promote Reading?

Children do learn from television, and educators can use its appeal to improve reading skills and promote leisure reading. Activities that involve adult guidance and selective viewing seem to be the most effective. For example, Mangieri and Arthur (1978) investigated the effects of "guided television viewing" on listening skills and found that third-grade children who received such guidance scored higher on standardized listening and reading tests than did students who received instruction from an educational publisher's listening laboratory program.

Lee (1980) examined student, teacher, and parent reactions to a program in which elementary school students read scripts prior to viewing television shows and then engaged in class discussions and other activities related to the show. Over-

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whelmingly, teachers, students, and parents thought the program increased student interest in and enjoyment of reading. Students reported that the program enhanced their story comprehension and appreciation of characterization, and teachers said it worked well with all reading levels.

The CBS Television Reading Program (1979) uses scripts of shows—especially those adapted from classic literary works—as the basis for discussion and reading activities. Evaluations have generally been positive. Teachers report that the program prompts junior high school students from varied socioeconomic backgrounds to read worthwhile materials and increases their motivation to read.

Television rivals both the family and the school as a shaping force in the lives of children, a situation not likely to change soon. There is a distinct need for efforts that involve both parents and educators in finding methods to help students become selective, critical viewers who can deal proficiently with both visual and print media.

Fran Lehr, ERIC/RCS

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Williams, P. A., E. H. Haertel, G. D. Haertel, and H. J. Walberg. "The Impact of Leisure-Time Television on School Learning: A Research Synthesis." *American Educational Research Journal* 19 (Spring 1982): 19-50.

ERIC

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1986

OERI Office of Educational Research and Improvement U.S. Department of Education

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a repcrt** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

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Selected Abstracts from the ERIC Database

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED277072
AU: Anderson,-Bernice; And-Others
TI: Television: What Do National Assessment Results Tell Us?
CS: National Assessment of Educational Progress, Princeton, NJ.
PY: 1986
AV: National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541.
NT: 20 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Reading-Ability; Reading-Habits
DE: *Reading-Achievement; *Reading-Research; *Television-Research; *Television-Viewing
AB: A study examined the relationship between television viewing habits and reading achievement of students in grades 4, 8, and 11. Students, in addition to responding to the achievement and background exercises, answered three questions about their television viewing habits. Analysis of results showed that at all three grade levels, students who watched television six hours or more were much poorer readers than those who watched less. At grade 11, students who watched television two hours or less each day were better readers than those who watched three to five hours. This pattern follows at grades 4 and 8, although the differences were not as great. Results also indicated that the negative relationship between excessive television watching and reading performance is worst for white students and for students with well-educated parents. These results suggest that parents should modify their own television viewing behavior, monitor their children's television viewing, teach children to make intelligent choices, watch with their children, and advocate more responsible television programming. Educators should teach parents about the negative effects of television viewing, teach children how to evaluate what they see, incorporate excellent programs into instruction, and develop and suggest more positive after-school activities. (SRT)

AN: EJ272407
AU: Anderson,-Betty
TI: Joining Forces: Television and Reading.
PY: 1982
JN: Reading-Psychology; v3 n3 p265-70 Jul-Sep 1982
AV: Reprint: UMI
DE: Elementary-Secondary-Education; Student-Motivation; Teaching-Methods
DE: *Learning-Activities; *Motivation-Techniques; *Reading-Instruction; *Skill-Development; *Television-Viewing
AB: Encourages the use of television to promote reading and describes four types of television-reading programs. Provides evidence to support this practice and offers a list of resources. (FL)

AN: ED295271
AU: Anderson,-Daniel-R.; Collins,-Patricia-A.
TI: The Impact on Children's Education: Television's Influence on Cognitive Development. Working Paper No. 2.
CS: Massachusetts Univ., Amherst. Dept. of Psychology.
PY: 1988
NT: 98 p.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Academic-Achievement; Attention-Span; Cognitive-Processes; Creativity-; Elementary-Secondary-Education; Imagination-; Parent-Influence; Popular-Culture; Preschool-Children; Programing-Broadcast; Reading-Achievement; Research-Methodology
DE: *Cognitive-Development; *Mass-Media-Effects; *Mass-Media-Role; *Television-Research; *Television-Viewing
AB: It is widely believed that television viewing has a negative impact on school achievement. This belief is supported by negative statistical associations sometimes found between school achievement and amount of television viewing; that is, heavy TV viewers tend to show poorer achievement than light viewers. One possible explanation of this association is that television viewing has a detrimental effect on cognitive development. This research review extensively examines this possibility. The research literature examined included work on: (1) the cognitive nature of children's television viewing, including viewing behavior, attention, comprehension, and arousal; (2) the effects of television viewing, including displaced activities, general knowledge, attentional processes, task perseverance and impulsivity, creativity and imagination, and reading; (3) modifiers of these effects, particularly coviewing by parents, and critical viewing skills programs; and (4) the relationship of these effects to schooling. The review concluded that analysis provided little support for most of the common beliefs about the negative influence of television on children. However, the conclusion that television had no major effects was difficult to support, since the review also reported that little research has been conducted on several major issues, including the influence of entertainment television on children's academically relevant knowledge. Also, reported was that some of the existing research could be challenged on methodological grounds. In addition, the review offers a research critique and suggestions for future research. (Sixteen pages of references are appended.) (MM)

AN: EJ378639
AU: Beentjes,-Johannes-W.-J.; Van-der-Voort,-Tom-H.-A.
TI: Television's Impact on Children's Reading Skills: A Review of Research.
PY: 1988
JN: Reading-Research-Quarterly; v23 n4 p389-413 Fall 1988
AV: UMI
DE: Elementary-Secondary-Education; Mass-Media-Role;

Reading-Research; Research-Methodology; Television-Research
DE: *Children-; *Mass-Media-Effects; *Reading-Skills; *Television-
AB: Discusses hypotheses (facilitation, inhibition, and no-effect hypotheses) explaining television's influence on children's development of reading skills. Surveys and discusses empirical research on this complex relationship and evaluates the utility of the five research approaches used in the past. (SR)

AN: ED249512
AU: Christensen,-Linda, Ed.; And-Others
TI: A Guide to Integrating Language Arts.
CS: Wisconsin Univ., Madison. School of Education.
PY: 1982
AV: Wisconsin Writing Project, 556c Teacher Education Building, University of Wisconsin, 225 North Mills St., Madison, WI 53706 ($2.50).
NT: 52 p.; For other guides in this series, see CS 208 608-609, CS 208 611-612, and ED 220 864-865.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Creative-Dramatics; Curriculum-Development; Elementary-Secondary-Education; News-Reporting; Silent-Reading; Teaching-Methods; Television-Viewing; Writing-Composition; Writing-Processes
DE: *English-Curriculum; *Integrated-Activities; *Integrated-Curriculum; *Language-Arts; *Listening-
AB: Two model programs for integrating the language arts and specific lessons that integrate language arts activities for kindergarten through grade 12 are described in this booklet. The two programs are (1) the New Brunswick Comprehensive Reading/Language Arts Program, which has five critical experiences as the core of the program: sustained silent reading, oral and written composing, reading aloud to children, responding to literature, and investigating and mastering basic skills; and (2) the Wisconsin Writing Project, which provides a process model of writing for unifying the language arts through composition. The descriptions of integrated language arts activities include those for webbing (i.e., mapping a variety of experiences that are related to one theme, topic, book, or concept), television viewing, news reporting, and creative dramatics. The booklet concludes with teaching strategies and activities for integrating listening into the language arts. (HOD)

AN: EJ286491
TI: The CLASSROOM Reading Teacher.
PY: 1983
JN: Reading-Teacher; v37 n1 p97-103 Oct 1983
AV: UMI
DE: Content-Area-Reading; Creative-Writing; Novels-; Oral-Reading; Sciences-; Teaching-Methods; Television-Viewing;

Vowels-; Writing-Skills
DE: *Learning-Activities; *Motivation-Techniques; *Reading-Instruction; *Writing-Instruction
AB: Contains teaching ideas dealing with (1) using children's television knowledge to develop reading and thinking skills, (2) novels, (3) science reading, (4) developing intonation, (5) motivating reading, (6) promoting story writing, and (7) the silent "e." Reviews one book dealing with writing instruction. (FL)

AN: EJ343188
AU: Criscuolo,-Nicholas
TI: Use TV to Improve Your Child's Reading Skills.
PY: 1986
JN: PTA-Today; v12 n1 p23 Oct 1986
DE: Elementary-Secondary-Education; Parent-Child-Relationship; Reading-Interests
DE: *Parent-Role; *Student-Motivation; *Television-Viewing
AB: Suggestions are provided for parents of ways in which they can use the television to encourage and improve their child's reading. Activities include: discussing television characters; watching television specials geared for the child's age; and researching favorite television stars. (CB)

AN: ED253650
AU: Dentler,-Donna-J.
TI: Self-Efficacy as Related to Career Aspirations Based on the Educational Quality Assessment Inventory.
PY: 1984
NT: 226 p.; Ph.D. dissertation, Pennsylvania State University.
PR: EDRS Price - MF01/PC10 Plus Postage.
DE: Comparative-Analysis; Decision-Making; Dual-Career-Family; Employment-Level; Females-; Grade-11; Influences-; One-Parent-Family; Questionnaires-; Rural-Areas; Self-Concept; State-Surveys; Suburban-Youth; Tables-Data; Urban-Areas
DE: *Career-Choice; *Family-Structure; *Geographic-Location; *High-School-Students; *Occupational-Aspiration; *Self-Actualization
AB: A study examined the relationship between the self-efficacy and career aspirations of 37,942 11th-grade students across the state of Pennsylvania. Using Albert Bandura's theory of self-efficacy, which states that the level and strength of self-efficacy of an individual will determine (1) whether or not the individual will initiate coping behavior, (2) the amount of effort that the individual will expend, and (3) the length of time that the individual will sustain coping efforts in the face of obstacles, the study compared the career aspirations of high school juniors from rural, urban, and suburban areas based on whether the students were from traditional, dual-career, or single-parent family units. Pennsylvania's 1981 Educational

Quality Assessment Program, was used to gather data for the study. The suburban students were consistently the most self-efficacious, followed by the urban and then by the rural youth as the least self-efficacious. For familial situations, dual-career families proved to be the most self-efficacious followed by traditional and, finally, by single-parent families. Females were consistently less self-efficacious than males with the exception of females from single-parent families. (This dissertation includes 40 tables, the assessment instrument, and a chart dealing with condition variables.) (MN)

AN: ED250651
AU: Dwyer,-Barry; Walshe,-Bob
TI: Learning to Read the Media: A Teacher's Guide to Media Education.
CS: Primary English Teaching Association, Rozelle (Australia).
PY: 1984
AV: Business Manager, Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($6.50 member, $7.75 nonmember).
NT: 121 p.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Consumer-Education; Curriculum-Development; Elementary-Secondary-Education; Mass-Media-Effects; Newspapers-; Radio-; Reading-Instruction; Teaching-Guides; Teaching-Methods; Television-Viewing
DE: *Class-Activities; *Critical-Reading; *Mass-Media
AB: Noting that the school curriculum is in daily competition with the "alternative curriculum" of the popular media, this teacher's guide presents over 100 classroom activity units to bring purpose and critical interactions to children's encounters with the media. The first section of the guide presents a base for starting to "read" the media, including a set of literate values, a Unesco declaration on media education, a guide to critical "reading" of television, and four basic questions for the viewer to ask when "reading" a television item. The next four sections then present activities for critical viewing of television and television advertising, radio listening, and newspaper reading. The remaining three sections discuss developing a media studies program, sample letters to parents regarding the media studies program, and a list of resources for instructional materials on the media. (HTH)

AN: ED229748
AU: Fetler,-Mark
TI: Television and Reading Achievement: A Secondary Analysis of Data from the 1979-80 National Assessment of Educational Progress.
PY: 1983
NT: 37 p.; Paper presented at the Annual Meeting of the American

Educational Research Association (Montreal, Canada, April 11-15, 1983).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Grade-4; Intermediate-Grades; Reading-Attitudes; Relationship-; Research-Methodology; Socioeconomic-Status; Television-Research
DE: *Etiology-; *Family-Environment; *Reading-Achievement; *Reading-Research; *Television-Viewing
AB: During the 1979-80 school year, the National Assessment of Educational Progress (NAEP) surveyed approximately 29,000 nine-year-old students regarding attitudes and achievement in reading and literature. Findings from this study were used for an analysis of the relationship between reading achievement and television viewing. The following background questions were selected for analysis: (1) How much television did you watch yesterday? (2) Is English the language spoken most often in your home? (3) Does your family get a newspaper regularly? (4) Are there more than 25 books in your home? (5) Is there an encyclopedia in your home? and (6) Did your father graduate from college or university? Results indicated that there was a curvilinear relationship between amount of viewing and achievement, in which moderate amounts of viewing were associated with higher achievement. There was a threshold amount of viewing (five or six hours per day) beyond which there were sharp decreases in achievement. This curvilinear relationship interacted with social class to result in a mainstreaming effect. That is, achievement of disadvantaged students increased more with moderate amounts of viewing and decreased less with large amounts than that of advantaged students. The consequence of this was a lessening of the differences in achievement between advantaged and disadvantaged students with greater amounts of viewing. (Author/HOD)

AN: ED219742
AU: Freeman-Towner,-Rhonda-Jean
TI: What Research Says about the Effects of Television Viewing on the Reading Achievement of Elementary School Children.
PY: [1981]
NT: 10 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Childhood-Attitudes; Children-; Elementary-Education; Programing-Broadcast; Reading-Attitudes; Reading-Interests
DE: *Reading-Achievement; *Reading-Research; *Relationship-; *Research-Needs; *Television-Research; *Television-Viewing
AB: A review of the research concerning the relationship between children's reading achievement and television viewing reveals many contradictions. For example, the findings show that the amount of television viewing that affects reading achievement in one child may not affect another in the same way. What a child watches on television also seems to have differing effects. More research needs to be conducted on specific types of programing

and their effects on reading. (FL)

AN: EJ367170
AU: Goldman,-Milton; Goldman,-Sandra
TI: Reading with Close-Captioned TV.
PY: 1988
JN: Journal-of-Reading; v31 n5 p458-61 Feb 1988
AV: UMI
DE: Reading-Comprehension; Reading-Improvement; Reading-Instruction; Secondary-Education; Sight-Vocabulary; Teaching-Methods; Television-; Writing-Skills
DE: *Media-Adaptation; *Reading-Skillss;*Remedial-Reading
AB: Describes the use of close-captioned television to motivate high school remedial readers, who must read the captions in order to understand the story. (ARH)

AN: EJ276109
AU: Guthrie,-John-T.
TI: Research Views: TV Effects on Achievement.
PY: 1983
JN: Reading-Teacher; v36 n7 p732-34 Mar 1983
AV: Reprint: UMI
DE: Elementary-Education
DE: *Reading-Achievement; *Reading-Instruction; *Reading-Research; *Television-Viewing
AB: Notes that there are no clear cut findings to be derived from research concerning the effects of television viewing on reading achievement. (FL)

AN: ED235791
AU: Haughey,-Margaret
TI: Teaching and Learning via Interactive Satellite--A Janus View.
PY: [1983]
NT: 13 p.; Best copy available. For related document, see ED 214 492.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Curriculum-Design; Educational-Television; Foreign-Countries; Higher-Education; Intermode-Differences; Television-Teachers
DE: *Communications-Satellites; *Design-Requirements; *Distance-Education; *Feedback-; *Student-Teacher-Relationship; *Teaching-Methods
AB: Since 1978, the University of Victoria has offered courses to students in British Columbia, using an interactive satellite delivery system. During that time both the system and the course design have become more sophisticated. Principles underlying program design include focusing on the learner and communication with learners, and basing televised segments on instructional rather than broader educational guidelines. Teaching and learning

theories that guide the instructor are stressed as well as the usual principles of distance education course design. Student interaction is planned much more specifically than in a face-to-face classroom. Conclusions concerning communication via interactive satellite include the observation that interactions between instructor and student are more serious, deal with administration or course matters, are student controlled and non-continuous, and are based on the concept of the instructor as a content expert rather than on instructor personality or rapport with the class. Teaching via interactive satellite may require a re-examination of one's views of teaching and learning because of the frustration that can be created by a lack of sufficient knowledge of teaching, language, and communication theories, and because of the constraints imposed by the television medium. This report lists eight references. (Author/LMM)

AN: EJ291549
AU: Henderson,-Nancy
TI: The Cable Connection Channels Kids'--And Teachers'--Creativity.
PY: 1984
JN: American-School-Board-Journal; v171 n1 p30-32,40 Jan 1984
AV: UMI
DE: Educational-Technology; Electronic-Equipment; Home-Programs; Teleconferencing-; Television-; Television-Teachers
DE: *Audiovisual-Instruction; *Cable-Television; *Closed-Circuit-Television; *Educational-Television; *Telecourses-
AB: Describes cable television tutoring systems presently in use by and for students and teachers in various schools, including prepackaged and self-made educational programming. Provides information on negotiating a cable franchise and on setting up a nonprofit management access corporation. (TE)

AN: EJ342827
AU: Kaplan,-Don
TI: Television and Language Arts.
PY: 1986
JN: School-Library-Media-Activities-Monthly; v2 n8 p24-27 Apr 1986
DE: Commercial-Television; Critical-Thinking; Elementary-Secondary-Education; Grades-Scholastic; Grammar-; Reading-Achievement; Reading-Comprehension; Television-Surveys; Vocabulary-Development; Vocabulary-Skills
DE: *Academic-Achievement; *Learning-Activities; *Television-Viewing
AB: Reviews research on the relationship between children's television viewing and their school achievement and describes learning activities related to television that are designed to teach vocabulary, grammar, and reading comprehension; promote

independent reading; and encourage students to become more critical viewers. (Author/EM)

AN: EJ338739
AU: Koskinen,-Patricia-S.; And-Others
TI: Closed-Captioned Television: A New Technology for Enhancing Reading Skills of Learning Disabled Students.
PY: 1986
JN: Spectrum; v4 n2 p9-13 Spr 1986
NT: Copies of articles may be ordered from: Spectrum Editor, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209. Single issues may be purchased for $10.00 while in stock.
DE: Elementary-Secondary-Education; Statistical-Analysis
DE: *Educational-Television; *Learning-Disabilities; *Reading-Improvement; *Reading-Skills; *Word-Recognition
AB: The measured effects of captioned television upon the sight vocabulary, comprehension, and oral reading performance of 77 learning disabled students from 4 Maryland schools suggest that both captioned television with sound and conventional television enhance the reading skills of learning disabled students. (7 references) (MLF)

AN: EJ319746
AU: Koskinen,-Patricia-S.; And-Others
TI: Closed-Captioned Television: A New Tool for Reading Instruction.
PY: 1985
JN: Reading-World; v24 n4 p1-7 May 1985
AV: UMI
DE: Elementary-Education; Oral-Reading; Program-Development; Reading-Comprehension; Vocabulary-Development; Written-Language
DE: *Program-Content; *Reading-Improvement; *Reading-Instruction; *Remedial-Reading; *Television-; *Videotex-
AB: Describes two programs that involved teachers using closed-captioned television materials to develop skills in the areas of reading comprehension, vocabulary, and oral reading fluency with hearing, remedial readers. (FL)

AN: EJ338919
AU: Lemish,-Dafna; Rice,-Mabel-L.
TI: Television as a Talking Picture Book: A Prop for Language Acquisition.
PY: 1986
JN: Journal-of-Child-Language; v13 n2 p251-74 Jun 1986
DE: Childrens-Television; Developmental-Stages; Language-Research; Longitudinal-Studies; Naturalistic-Observation; Story-Reading; Verbal-Communication
DE: *Child-Language; *Cognitive-Processes; *Language-Acquisition;

*Parent-Child-Relationship; *Television-Viewing; *Toddlers-
AB: Provides longitudinal observations of young children's behaviors while viewing television in their own homes when the children were actively involved in the process of language acquisition. The observations show an overwhelming and consistent occurrence of language-related behaviors among children and parents in the viewing situation. (Author/SED)

AN: ED264042
AU: Lemish,-Dafna; Rice,-Mabel-L.
TI: Television as a Talking Picture Book: A Prop for Language Acquisition.
CS: Kansas Univ., Lawrence.
PY: 1984
NT: 52 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Child-Language; Comparative-Analysis; Language-Research; Longitudinal-Studies; Observation-; Parent-Child-Relationship; Reading-Aloud-to-Others
DE: *Infants-; *Language-Acquisition; *Parent-Influence; *Television-Viewing; *Toddlers-; *Verbal-Communication
AB: This study provides longitudinal observations of young children's behaviors while viewing television in their own homes, over a time when the children were actively involved in the process of language acquisition. A total of 16 children were observed for a period ranging from 6 to 8 months. At the beginning, their ages ranged from 6 and 1/2 to 29 and 1/2 months. The observations yielded documentation of an overwhelming and consistent occurrence of language-related behaviors among children and parents in the viewing situation. The categories of child and adult talk are reported, with description and examples of each category. Categories of children's verbal behavior included designating through pointing, pointing and speaking unintelligibly, verbal labeling with or without pointing, and pointing with a question; questioning about television content by using "wh" and form questions, questions relating to self, and operative questions; repetition; and description. Categories of caretaker verbal behavior included designating through attention calling, labeling, correcting, and requesting a label; questioning; and parent responses to the child involving repetition, acknowledgement, directing behavior, and answering questions. The categories are compared to those reported for parent-child interactions outside the viewing experience, in particular, joint book reading. A model of television as a talking picture book is proposed. (Author/RH)

AN: ED220843
AU: Moss,-R.-Kay; Stansell,-John-C.
TI: Television and Radio Ads as Resources for Reading and Writing.

PY: [1981]
NT: 8 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Early-Childhood-Education; Radio-; Reading-Assignments; Reading-Games
DE: *Language-Experience-Approach; *Learning-Activities; *Reading-Readiness; *Television-Commercials; *Writing-Readiness
AB: Young children learn many important things about language from the television and radio ads they encounter that can help them learn to read and write. They learn that print carries messages that are personally important to them, that whatever can be said can also be written, what some forms of written language look like, and that language use can be fun and is often predictable. Parents and teachers can use these commercials to help young children become better readers and writers. Among other things, parents can encourage their children to write down their favorite ads, to modify them, or even to make up their own; they can have them write for real purposes, such as letters or kitchen duty lists; and they can let their children see them reading books or magazines. Teachers can allow students to write their own advertisements for unusual products or even for their best friends, have them write a script to a television ad, and let each student write an advertisement jingle. (JL)

AN: EJ378640
AU: Neuman,-Susan-B.
TI: The Displacement Effect: Assessing the Relation between Television Viewing and Reading Performance.
PY: 1988
JN: Reading-Research-Quarterly; v23 n4 p414-40 Fall 1988
AV: UMI
DE: Elementary-Secondary-Education; Mass-Media-Role; Reading-Research; Television-Research
DE: *Children-; *Mass-Media-Effects; *Reading-Habits; *Reading-Skills; *Television-; *Television-Viewing
AB: Examines television's impact on reading and school achievement in terms of the displacement hypothesis (watching television displaces developmental reading activities). Indicates small differences in reading scores for children watching two to four hours a day, but beyond four hours effects are negative and increasingly deleterious. (SR)

AN: ED252313
AU: Petrini,-Mariel-P.
TI: An Annotated Bibliography of the Literature Dealing with the Importance of Encouraging Elementary Students to View Moderate Amounts of Selected Television Programs.
PY: 1984
NT: 69 p.; Exit project, Indiana University, South Bend.
PR: EDRS Price - MF01/PC03 Plus Postage.

DE: Elementary-Education; Elementary-School-Teachers; Parent-Influence; Reading-Achievement; Television-Research
DE: *Academic-Achievement; *Consumer-Education; *Elementary-School-Students; *School-Role; *Television-Viewing
AB: Educators must become aware of the need for helping students overcome excessive television viewing and develop selective, purposeful television-viewing habits. This study provides information to help educators select and implement educational programs with these aims. Brief annotations of 77 research articles are organized under the following topic headings: (1) Television's Effect on Children: Estabishing a Need for Moderate Viewing of Selected Television Programs; (2) Television's Effect in Relation to Viewing Time; (3) The Role of the School; and (4) The Role of the Home. A 10-page summary discusses the findings of the articles. It is concluded that excessive exposure to television hinders academic development and that, while the school can be an important influence in equipping children with the skills necessary to moderate the effects of excessive viewing, the family bears responsibility for encouraging students to view moderate amounts of selected television. It is recommended that elementary teachers provide students with a planned program to encourage moderate television viewing and inform parents of television's potential negative impact on children, that parents assume responsibility for supervising children's television viewing, and that researchers ascertain the most effective methods for developing discriminating consumers. A list of sources for materials and information on television viewing and a guideline for selecting television program for children are appended. (CB)

AN: EJ312476
AU: Pezdek,-Kathy; And-Others
TI: The Relationship Between Reading and Cognitive Processing of Television and Radio.
PY: 1984
JN: Child-Development; v55 n6 p2072-82 Dec 1984
AV: UMI
DE: Illustrations-; Listening-Comprehension; Mass-Media; Narration-; Reading-Comprehension
DE: *Children-; *Comprehension-; *Memory-; *Radio-; *Reading-Skills; *Television-
AB: Third and sixth graders read an illustrated story and were presented with either a television or radio version of another story. Across a range of comprehension and memory measures, performance in the radio condition and reading were related, while performance in the television condition and reading were not. (Author/CB)

AN: EJ309769
AU: Radencich,-Marguerite-C.

TI: From Dick and Jane to Tron.
PY: 1984
JN: Reading-World; v24 n2 p1-3 Dec 1984
AV: UMI
DE: Elementary-Secondary-Education; Reading-Instruction
DE: *Childhood-Interests; *Games-; *Influences-; *Reading-Skills; *Television-
AB: Describes the amount and difficulty of the print on video game screens and discusses the educational implications of children's exposure to the games, and notes problems with their habitual use. (FL)

AN: EJ311028
AU: Raffa,-Jean-Benedict
TI: Television and Values: Implications for Education.
PY: 1985
JN: Educational-Forum; v49 n2 p189-98 Win 1985
AV: UMI
DE: Creativity-; Emotional-Disturbances; Play-; Reading-Habits; Violence-; Visual-Stimuli
DE: *Child-Development; *Creative-Thinking; *Moral-Values; *Problem-Solving; *Television-Commercials; *Television-Viewing
AB: Contains a summary of the prevailing concerns about the impact of television on the formation of values in youth and some resultant implications for curriculum and instruction. The article examines preemption of active daily play, spectatorship, deemphasis of the complexity of life, lack of creativity, speedy conflict resolution, and violence. (CT)

AN: EJ356597
AU: Ritchie,-David; And-Others
TI: Television, Reading, and Reading Achievement: A Reappraisal.
PY: 1987
JN: Communication-Research:-An-International-Quarterly; v14 n3 p292-315 Jun 1987
AV: UMI
DE: Reading-Habits; Reading-Research; Reading-Skills; Television-Research
DE: *Mass-Media-Effects; *Performance-Factors; *Reading-Achievement; *Television-Viewing
AB: Reappraises the relationship between television use and reading achievement. Concludes that what change there is in reading skills does not seem to be related consistently to time spent viewing TV. Suggests that the question of the influence of media use on reading achievement requires a more sophisticated approach than has been applied in the past. (NKA)

AN: EJ294623
AU: Roberts,-Donald-F.; And-Others

TI: Reading and Television: Predictors of Reading Achievement at Different Age Levels.
PY: 1984
JN: Communication-Research:-An-International-Quarterly; v11 n1 p9-49 Jan 1984
AV: UMI
DE: Attitude-Measures; Elementary-School-Students; Family-Environment; Grade-2; Grade-3; Grade-6; Parent-Attitudes; Questionnaires-; Reading-Attitudes; Reading-Skills; Television-Research
DE: *Correlation-; *Mass-Media-Effects; *Predictive-Measurement; *Reading-Achievement; *Reading-Research; *Television-Viewing
AB: Examines the relationship between television viewing and reading achievement within a framework of television and reading constructs such as media availability and parental media behavior, children's use of print and broadcast media and measures of their attitudes and orientation toward television and print. Includes the questionnaire. (PD)

AN: EJ306057
AU: Salomon,-Gavriel
TI: Television Is "Easy" and Print Is "Tough": The Differences Investment of Mental Effort in Learning as a Function of Perceptions and Attributions.
PY: 1984
JN: Journal-of-Educational-Psychology; v76 n4 p647-58 Aug 1984
AV: UMI
NT: Research was supported by a grant from the John and Mary R. Markle Foundation.
DE: Encoding-Psychology; Grade-6; Intermediate-Grades; Learning-Processes; Media-Research; Self-Evaluation-Individuals
DE: *Attribution-Theory; *Intermode-Differences; *Reading-; *Student-Attitudes; *Television-Viewing
AB: Sixth graders (n+124) were tested for their perceptions of self-efficacy with print and TV, perceived media realism, and attributions of failure and success with each medium. The amount of invested mental effort (AIME) and achievement were measured. The roles of a priori perceptions and AIME in learning are discussed. (Author/BS)

AN: EJ304178
AU: Salzer,-Richard-T.
TI: Early Reading and Giftedness--Some Observations and Questions.
PY: 1984
JN: Gifted-Child-Quarterly; v28 n2 p95-96 Spr 1984
AV: UMI
DE: Reading-; Young-Children
DE: *Early-Reading; *Gifted-; *Student-Characteristics
AB: Interviews with parents of children who were early readers

and observation of reading performance in informal settings revealed a number of characteristics shared by the children, including early interest in alphabet letters and regular viewing of "Sesame Street" on television. (CL)

AN: EJ323513
AU: Searls,-Donald-T.; And-Others
TI: The Relationship of Students' Reading Skills to TV Watching, Leisure Time Reading, and Homework.
PY: 1985
JN: Journal-of-Reading; v29 n2 p158-62 Nov 1985
AV: UMI
DE: Comparative-Analysis; Elementary-Secondary-Education; Influences-; Reading-Achievement; Reading-Comprehension; Reading-Skills
DE: *Academic-Achievement; *Homework-; *Reading-Ability; *Recreational-Reading; *Television-Viewing
AB: Examines data from the 1979-80 National Assessment of Reading that reveals that television as external stimulation is beneficial to some groups of students yet detrimental to others. (HOD)

AN: EJ306170
AU: Shenkman,-Harriet
TI: Reading--The Perfect Scapegoat.
PY: 1984
JN: Educational-Forum; v49 n1 p81-90 Fall 1984
AV: UMI
DE: Family-Environment; Reading-Comprehension; Reading-Instruction
DE: *Literacy-; *Mass-Media-Effects; *Parent-Influence; *Reading-Skills; *Television-Viewing
AB: Schools should not be made scapegoats for the decline in reading skills. Factors such as interaction between parents and children at home and the effects of the electronic culture of television have as much if not more influence on literacy and learning motivation. (SK)

AN: EJ293701
AU: Slavenas,-Rosemarie
TI: T.V. or Not T.V., Is That the Question?
PY: 1984
JN: Early-Child-Development-and-Care; v13 n3-4 p377-89 Jan 1984
AV: UMI
DE: Elementary-Education; Parent-Role; Preschool-Children; Preschool-Education; Teacher-Role
DE: *Elementary-School-Students; *Learning-Activities; *Prereading-Experience; *Reading-Readiness; *Reading-Skills; *Television-Viewing

AB: Examines the relationship of television viewing to prereading and reading skills, and suggests ways parents and teachers can encourage reading readiness. Some methods integrate reading and television viewing. (RH)

AN: EJ3[illegible]06
AU: Smith, Mary-Ann-Tirone
TI: "The Electric Company": Still Committed to the Reading Teacher.
PY: 1985
JN: Reading-Teacher; v38 n9 p849-53 May 1985
AV: UMI
DE: Curriculum-Enrichment; Directed-Reading-Activity; Elementary-Education; Programing-Broadcast; Reading-Skills
DE: *Educational-Television; *Reading-Instruction; *Reading-Strategies; *Teaching-Methods; *Television-Viewing
AB: Shows how the reading teacher can use television as a complementary resource and can transfer to his or her classroom some of the popular formats from "The Electric Company." (EL)

AN: ED241927
AU: Topolovac,-Eleanore-R.; And-Others
TI: Jog America Read-A-Thon and TV Viewing Skills Packet. Books and Beyond.
CS: Solana Beach Elementary School District, Calif.
PY: 1982
NT: 172 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Commercial-Television; Elementary-Education; Guidelines-; Parent-School-Relationship; Parent-Student-Relationship; Program-Descriptions; Reading-Habits; Recordkeeping-; Television-Commercials
DE: *Awards-; *Bulletin-Boards; *Parent-Participation; *Recreational-Reading; *Student-Motivation; *Television-Viewing
AB: The Jog America Read-A-Thon guide is one of the reading incentive strategies used in the Books and Beyond program which is designed to increase K-6 students' recreational reading and reduce their indiscriminate television viewing. The method used in this guide is to have students read books and move a running shoe marker on a large map of the United States. Students in grades three to six are required to read books in different categories as they move from one of the eight highlighted states to another. This guide is divided into three sections. Section one consists of explanatory materials covering: implementation of the program; bulletin board set up; orientation for teachers, parents, and volunteers; and how the program works for grades K-2 and grades 3-6. Section two contains the materials needed for the bulletin board and for recordkeeping. Section three consists of information on teaching television viewing skills. Materials include a sample letter to parents and students, a TV Time Chart,

and television viewing logs for students. Concluding this section are pages of television viewing information, some games, puzzles, and activities. (EM)

AN: ED299948
TI: TV Tips for Parents: Using Television To Help Your Child Learn.
CS: Corporation for Public Broadcasting, Washington, D.C.
PY: 1988
NT: 24 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Mathematics-; Programing-Broadcast; Reading-; Writing-Composition
DE: *Commercial-Television; *Latchkey-Children; *Parent-Child-Relationship; *Parent-Teacher-Cooperation; *Public-Television; *Television-Viewing
AB: Recognizing that children watch an average of 25 hours of television per week, this booklet is designed to help parents redirect their children's television viewing to higher quality programs. Ten "tips" are provided to help parents guide their children's television (TV) viewing: (1) set your child's TV schedule; (2) get involved (in the child's viewing); (3) don't be concerned if children of differing ages will be watching at the same time, as they can help each other learn; (4) make public TV a "special friend" for children who are at home alone; (5) consult your child's teacher and other available resources; (6) use TV to spur an interest in reading; (7) use TV to promote writing; (8) help your child explore the world, on-screen and off; (9) help children see math as fun and practical; and (10) set your own pace for family involvement. A list of children's series available on public television is included. (EW)

AN: ED236249
AU: Ward,-Barbara; And-Others
TI: The Relationship of Students' Academic Achievement to Television Watching, Leisure Time Reading and Homework.
CS: Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
PY: 1983
AV: National Assessment of Educational Progress, Box 2923 Princeton, NJ 08541.
NT: 51 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Age-Differences; Elementary-Secondary-Education; Reading-Comprehension; Sex-Differences; Student-Characteristics; Time-Management
DE: *Homework-; *Reading-Achievement; *Recreational-Reading; *Television-Viewing
AB: To investigate the relationships between television watching, spare time reading, homework, and scholastic achievement, the

National Assessment of Educational Progress gathered data on television viewing habits. Younger students were more avid viewers than older ones. Half the 9-year olds watched over 3 hours of television daily; most 13-year-olds watched one to two or three to four hours daily; among 17-year-olds, 38 percent watched less than an hour a day. Television has a differential relationship to reading achievement at different ages. Over 4 hours of daily watching proved detrimental at all ages. Highest reading performance was typically associated with one to two hours of spare time reading and three to four hours of television for 9-year-olds, one to two hours of television for 13-year-olds and under an hour of television for 17-year-olds. For 13-year-olds, one to two hours of television and one to two hours of homework a day were associated with highest levels of reading performance. Only for 17-year-olds did television have a direct negative relationship to reading performance. Spare time reading and television do not appear to compete for students' time; television and homework may compete for some students' time. Primary type of information provided by report: Procedures (Analysis). (BW)

AN: ED269002
AU: Weber,-Andrew-M.
TI: The Pros & Cons of Teaching/Learning by Television.
PY: 1984
NT: 11 p.; Paper presented at the Meeting of the Eastern Community College Social Sciences Association (Williamsburg, VA, March 1984).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Administrative-Policy; College-Faculty; Higher-Education; Incentives-; Information-Dissemination; Technological-Advancement; Television-Teachers
DE: *Distance-Education; *Educational-Television; *Teaching-Methods; *Telecourses-
AB: Learning by television is not a new phenomenon and, as an educational medium, it has gone through some severe growing pains. Unfortunately, while advances in technologies (cable, home recorders, satellites, teleconferencing) have contributed to an increase in the number of telecourses since the mid-1970s, faculty are often unprepared to teach these courses, and the institutions involved may be inadequate or unwilling to support their efforts. The use of telecourses to present instruction has many advantages and disadvantages. The strengths of telecourses include: (1) provision of broader student accessibility to educational opportunities; (2) potential for attracting additional students and income for participating institutions; (3) possible award by cable companies of a public or educational access channel, which permits greater exposure to the telecourses available; (4) copies of taped materials can be made available to students for review; and (5) more information can be disseminated to students in less time via telecourses than in regular classes.

The weaknesses include: (1) lack of continuing contact and interaction between the instructor and the student; (2) the facilitation of student drop-out; (3) some courses are technically aesthetic but lacking in substance; (4) little or no opportunity for questions and feedback; (5) textbooks are often not written for the telecourse; (6) students who register late may not receive course information on time; and (7) problems with scheduling examinations. It is recommended that institutions treat telecourses as viable alternatives to the traditional classroom situation, and that they initiate or modify certain important practices to ensure the success of such courses. (JB)

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